SAFA COURSE PLAN

Students and Faculty in the Archives
Brooklyn Historical Society
Summer Institute 2011

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      (complete for each visit to BHS)
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Faculty Name: ______________________________________________________________
University: ________________________________________________________________
Course Dept. & No.: __________________________________________________________
Course Title: ________________________________________________________________

Course Schedule:  □ Monday  Start Time: _____________
                  □ Tuesday  End Time: _____________
                  □ Wednesday
                  □ Thursday  □ Fall Semester
                  □ Friday    □ Spring Semester
I. Objectives

What are the learning objectives for your course?

Which of those objectives will the SAFA project address?

What skills should your students gain through SAFA?

What knowledge should your students gain through SAFA?

What attitudes should your students gain through SAFA?
II. Class Visit(s) to BHS: Overview

How many times will you come to BHS with your class? ______

Approximately when in the semester would you like to visit BHS?

On this page, please sketch out your objectives for each planned visit:

Visit 1 Objectives

Visit 2 Objectives

Visit 3 Objectives and beyond

***Please fill out the following Class Visit Details for each class visit***
Class Visit Details

*Complete this and the following sheet for each visit to BHS*

Visit # ______ of _______
Total time at BHS: ________ hrs. (Do not include travel time to BHS, if meeting elsewhere first)

How will you allot class visit time?

What context or activity planning would you like from us?

What context or activity planning will you provide?

Which BHS materials will your students interact with during this visit?

List the Collection Name and Number, and the Series/Box/Folder/Item where applicable

How will you design your visit around the limitations of these materials?

Identify challenges for your students (difficult handwriting, long documents, lack of context) and logistical considerations (very small, large, or fragile documents).
Class Visit Details (cont’d)
*Complete this and the previous sheet for each visit to BHS*

How will your students use the selected materials?
   Will students work as a class, in smaller groups, or individually?
   Will documents be presented individually, in pairs, or in groups?
   Will students be prompted with document analysis questions? Will these be general, or specific to the materials and/or course?
   What is your role? The role of SAFA staff?

What specific activities do you expect students to undertake or complete during the visit?
   For example: Note-taking, photography, discussion, transcription, reflective writing, etc.
   What work will be turned in? Will this work connect to other assignments?

What materials will students bring? What kinds of space will your activities require?

How does this class visit help achieve your learning objectives?
III. Assignments

Describe all course assignments related to the SAFA project. *(Such as worksheets, reflections, essays, research papers, oral presentations, photographs, etc.)*

What if any end product(s), *in addition to entries on the course website*, will you require students to produce?

What are the phases of class assignment(s)?

* A discrete, one-time assignment?  A scaffolded assignment?  One part of a large scaffolded assignment which extends beyond SAFA?*

How do your assignment(s) help achieve your learning objectives?
IV. Course Website

What tone and audience do you envision for your course website? What are the goals of the site? 

Course websites can be many things: reflective scrapbooks of experiences in the archive; summaries of research; a chronicle of course debates and discussions; a gallery to showcase final student work; etc. The audience can include you, other class members, students’ families, museum & archive professionals, other students, the public, etc.

From what kind of assignment will the website’s content emerge?

Is the website the result of one assignment, a scaffolded project, or several separate assignments over time? What role do you want the site to play in your course?

How and when during the semester will students create web content?

Will they work individually or in groups? How much time is dedicated to the site?
Course Website (cont’d)

What kind of editing or curatorial role will you play?
   Will your students put content directly on the site, or will you approve their work first?
   Will you expect them to post drafts for your review, or only finalized content?
   Will you establish the site’s navigation and structure in advance, or will students have input?

In addition to student writing, what kinds of media do you envision on the site?
   What will BHS need to provide (audio or already digitized images)? What will your class create (audio, video, digital photographs, web links, etc.) or find elsewhere?

BHS will provide a digital camera. Will you need and have access to any other equipment?
   Cameras, video equipment, audio recording equipment, audio editing software, etc.

How do the course website assignments help achieve your learning objectives?
V. Independent Student Research at BHS

Will you expect your students to visit BHS on their own?

If so, please complete the following:
Research Period Start Date: _____________  End Date: _____________

Will students visit during public hours (Wednesday – Friday, 1:00 pm – 5:00 pm), or will SAFA staff need to open the library during non-public hours for your students?

What materials should be pulled for your students?
List the Collection Name and Number and the Series/Box/Folder/Item where applicable. Items will be in the library, available to your students during the dates listed above.

To what assignment will students’ individual research be connected?

What instructions will students receive concerning independent research at BHS?

How does independent research at BHS help achieve your learning objectives?
VI. Context

What should students know, discuss, or ask before interacting with primary sources (whether at BHS or not)? How will they be prepared?

What contextualization will be provided after the visit to BHS? How will it be provided?

What materials will you use to provide that context?
   For example: readings, discussions, lectures, documentaries, guest speakers, etc.

How can BHS help or contribute?
   We are happy to suggest readings, visit your classroom, suggest other sites to visit, etc.

Will students use any other archival or research material not from BHS?

How will students reflect upon, evaluate, or integrate the experience of using primary sources?
VII. Student Evaluation

How will you measure student success in acquiring the *knowledge* laid out in your learning objectives?

How will you measure student success in acquiring the *skills* laid out in your learning objectives?

How will you measure student success in acquiring the *attitudes* laid out in your learning objectives?

How will you keep track of and grade individual student work on the SAFA-related aspects of the course?

*Participation, website entries, smaller assignments? Approximately what percentage of their final grade will SAFA-related experiences and assignments entail?*